
Foreign Language Curriculum Standards Revisions

The Background:

As mandated by the Tennessee State Board of Education, a statewide committee of foreign language educators met and revised the foreign language curriculum framework and hereby submits it for approval.

The foreign language standards are designed to meet the needs of Tennessee's diverse population, to provide challenging educational programs in the schools, and to enhance the preparation of Tennessee students to compete in an ever-expanding global society. The knowledge and skills that students acquire in foreign language classes will support their learning in other subjects, enable them to interact effectively with others, prepare students to go into their post-secondary lives, and give them increased access to information across the world.

These standards emphasize the importance of foreign language instruction in Tennessee and encourage the highest achievement of every student. How much language a student acquires is a direct result of an ongoing, articulated effort. The standards in this framework apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions.

The use of the designations *beginning*, *emerging*, and *expanding* underscores the firm belief that acquisition of a second language is a long-term process that should be a part of a student's educational experience from kindergarten through grade 12. Just as no one expects that a student learn all there is to know about English, math, science, and social studies in two years, neither should it be expected that students learn foreign language without the time necessary to develop real proficiency. It must be noted that what a student will be able to accomplish depends on many factors, based on contact time with the language and the culture. Such factors include whether the student is a native speaker or is in contact with a native speaker, or whether he/she has experienced the target language in earlier grades.

STAGE ONE:

Stage One is the *beginning* stage of language learning. At this stage students start by understanding and producing isolated words and learned phrases. Later, they can understand and use everyday words, action words, commands, simple phrases, sentences, and questions. Comprehension is generally better than language production. Students develop aural/oral skills first; then they begin to read and write what they can already understand and say.

STAGE TWO:

Stage Two is the *emerging* stage of language learning. At this stage students can create with language. They initiate and sustain basic communicative tasks. They ask and answer simple questions, narrate, and describe in sentences and groups of related sentences, read and understand short written passages, and compose short messages, announcements, and simple letters.

STAGE THREE:

Stage Three is the *expanding* stage of language learning. At this stage, students can converse on everyday topics, communicate in the present, and start to express themselves in past and future time. They can also understand and summarize written material on general topics, compose cohesive paragraphs, and develop organized compositions and reports. At this stage students can be understood by native speakers of the language who are unaccustomed to dealing with foreigners.

Below is a sample showing how the skills sequence flows as it moves from level to level.

BEGINNING	EMERGING	EXPANDING
Give and follow simple directions.	Exchange written information with peers and familiar adults.	Exchange personal feelings and persuade others in the target language.

Finally, a word is in order regarding the content standards. The foreign language standards are based on the national standards referred to as the five Cs: Communication, Culture, Connections, Comparisons, and Communities. These standards, which are listed below, are carried out in every language at every level, from elementary through classical through modern languages.

Standard One---Communication: Communicate in Languages Other Than English

Standard Two---Culture: Gain Knowledge and Understanding of Other Cultures

Standard Three---Connections: Connect with Other Disciplines and Acquire Information

Standard Four---Comparison: Develop Insight into Own Language and Culture

Standard Five---Communities: Participate in Multilingual Communities and Global Societies

This draft, which contains major changes both in content and format, was prepared by a twenty-member committee of foreign language educators from across the state. These included teachers of Spanish, German, French, and Latin at elementary, secondary, and post-secondary levels. The committee met for two, two-day sessions;

in addition, a five-member subcommittee met for two additional one-day sessions for purposes of editing and polishing.

The Recommendation:

The Foreign Language Revision Committee of the State Department of Education recommends acceptance of this curriculum on first reading. The SBE staff concurs with this recommendation.

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State of Tennessee

Foreign Language Curriculum

(Elementary, Modern, Classical)

Submitted for Approval to the State Board of Education

August 2006

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SUBJECT: Modern Languages---Year One (Beginning)

I. Standard Number 1 (Goal One): Communicate in a Language Other Than English

Standard Rationale: This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European (Romance) languages may face greater challenges in this area than do students of languages more closely related to English.

Learning Expectations:

- 1.1.** In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Performance Indicators:

The student is able to

- express likes, dislikes, and personal preferences (e.g., people, events, favorite activities, food);
- express needs, feelings, and ideas related to everyday situations (e.g., personal response to a movie, agreement or disagreement on a topic);
- exchange information about general events (e.g., classes, meals) and plan future activities (e.g., place, date, time);
- ask and answer information questions.

- 1.2.** Understand and interpret both written and spoken forms of the target language on a variety of topics.

Performance Indicators:

The student is able to

- use vocabulary for a wide range of topics (e.g., animals, weather, geographical concepts; categories such as numbers, shapes, colors, size);
- give and follow simple instructions (e.g., in games, with partners or groups, giving commands suggested by a picture).

- 1.3.** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Indicators:

The student is able to

- describe assorted objects and people (e.g., dress, types of dwellings, foods);
- use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging names, address, phone number, place of origin, general health/state of being; using the telephone; making and responding to requests).

II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

Standard Rationale: The study of another language enables students to understand a different culture *on its own terms*. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.

Learning Expectations:

- 2.1** Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Performance Indicators:

The student is able to

- identify, compare and develop modes of interaction, gestures, oral expressions, greetings, leave-takings and common classroom interactions;
- develop familiarity with basic geographical features (countries, capitals, major rivers, mountain ranges, natural resources, etc.) of the regions being studied;
- develop familiarity with basic historical moments and figures.

- 2.2** Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

The student is able to

- begin to experience songs, stories, games, traditional celebrations, art literature, film and other products of the cultures being studied.
- develop the vocabulary necessary for discussing housing, food, dress, and other tangible items of everyday life in the cultures being studied.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

Standard Rationale: Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

Learning Expectations:

3.1 Reinforce and further knowledge of other disciplines through the foreign language.

Performance Indicators:

Students are able to

- identify words and roots from the target language class in other school subjects and extracurricular activities;
- reinforce data obtained from other subjects in the target language class;
- recognize some famous figures whose native language is the target language.

3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Students are able to

- identify idiomatic expressions in both languages;
- recognize the difference in time and person as related to verb forms;
- use new information and perspectives to expand their personal knowledge.

IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture

Standard Rationale: Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.

Learning Expectations:

4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Performance Indicators:

Students are able to

- recognize “borrowed” words and cognates;
- be familiar with similarities and differences in sound system and pronunciation;
- identify basic grammar differences (e.g., gender, noun/adjective agreement);
- demonstrate awareness of formal and informal language;
- identify idiomatic expressions in both languages;
- recognize the difference in time and person as related to verb forms.

4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Students are able to

- demonstrate awareness of body language and gestures in both cultures;
- compare simple patterns of behavior;
- identify different cultures’ belief/value systems;
- recognize different ways people live in different regions/communities;
- be familiar with tangible products (e.g., paintings, handicrafts, foods) of many cultures;
- be familiar with intangible products (e.g., nursery rhymes, songs, holidays) of many cultures;
- observe customs of different regions and countries.

V. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies

Learning Expectations:

5.1 Use the language both within and beyond the school setting.

Students are able to

- know professions that require proficiency in the target language;
- acquire information about the target language and the target culture;
- understand simple messages found on signs, posters, maps, etc. in the target language;
- locate on a map and pronounce the names of countries and cities in which the target language is spoken.

5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Students are able to

- understand the main ideas of beginning level videos, television commercials, etc.;
- write simple letters or emails in the target language to the teacher and/or classmates;
- read, watch, and share news about countries where the target language is spoken.

Modern Languages ---Year Two (Beginning – Emerging)

I. Standard Number 1 (Goal One): Communicate in a Language Other than English

Standard Rationale: This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European (Romance) languages may face greater challenges in this area than do students of languages more closely related to English.

Learning Expectations:

- 1.1** In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Performance Indicators:

The student is able to

- use verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, preferred leisure activities, likes, dislikes, needs);
- exchange information about general events (e.g., classes, meals) and plan future activities (e.g., place, date, time);
- plan events and activities with others using authentic schedules;
- use verbal and written exchanges to express opinions (e.g., concerning current events, about topics of personal or community interest);
- use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket).

- 1.2** Understand and interpret both written and spoken forms of the target language on a variety of topics.

Performance Indicators:

The student is able to

- use vocabulary for a wide range of topics (e.g., animals, weather, geographical concepts; categories such as numbers, shapes, colors, size);
- use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket);
- give and follow oral and written directions (e.g., for travel, for cooking);
- use appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension;
- use and respond to culturally appropriate nonverbal cues (e.g., gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension.

- 1.3** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Indicators:

The student is able to

- describe assorted objects and people (e.g., dress, types of dwellings, foods);
- describe objects and people in greater detail (e.g., shopping in a supermarket);
- use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (e.g., exchanging name, address, phone number, place of origin, general health/state of being; using the telephone; making and responding to requests);
- give and follow oral and written directions (e.g., for travel, for cooking).

II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

Standard Rationale: The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well as to learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.

Learning Expectations:

- 2.1.** Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Performance Indicators:

The student is able to

- develop familiarity with historical moments and figures;
- use the language being studied to comprehend and express ideas about aspects of the culture being studied and compare them to the learner's daily experience in areas like school, transportation, clothing, food, family, etc.;
- form bases for understanding relationships between geographical features and cultural practices and products;
- form bases for understanding relationships between historical concepts and contemporary issues;
- observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal forms of interaction for daily activities among peers and adults.

- 2.2.** Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Performance Indicators:

The student is able to

- experience (read, listen to, observe, perform) expressive products of the cultures being studied (e.g., literature, music, film and art);
- participate in sports, music, entertainment and other age-appropriate activities for the cultures being studied.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

Standard Rationale: Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. These connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

Learning Expectations:

- 3.1** Reinforce and acquire further knowledge of other disciplines through the foreign language.

Performance Indicators:

The student is able to

- identify words and roots from the target language class in other school subjects and extracurricular activities;
- use and pronounce accurately target language words in other subjects;
- acquire and use information from a variety of authentic materials about a topic being studied in other school subjects in the target language classroom;
- use acquired information as it relates to the target language classes in order to compare and contrast.

- 3.2** Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Performance Indicators:

The student is able to

- express meaning using appropriate idioms;
- expand knowledge of verbs to include all the indicative and imperative moods;
- use new information and perspectives of other cultures to broaden personal experiences.

IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture

Standard Rationale: Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.

Learning Expectations:

- 4.1. Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Performance Indicators:

The student is able to

- apply prefixes and suffixes to root words;
- examine the natural flow and rhythm inherent to both languages;
- implement appropriate sentence structure and paragraph construction;
- develop usage of accurate grammatical practices;
- apply similarities and differences between English and target language;
- identify idiomatic expressions in both languages;
- express meaning using appropriate idioms;
- expand knowledge of verbs to include all the indicative and imperative moods.

- 4.2. Recognize that cultures use different patterns of interaction and apply this knowledge to one's own culture.

Performance Indicators:

The student is able to

- compare and contrast culturally appropriate verbal and nonverbal cues in both cultures;
- discern behavioral expectations in changing circumstances;
- identify different cultures' belief value systems;
- focus on similarities and differences of core beliefs;
- understand origin and existence of cultures' social patterns;
- compare music, art, literature and other tangible products from diverse cultures;
- compare simple patterns of behavior;
- observe customs of different regions and countries;
- compare rituals, folklore and other intangible products from diverse cultures;
- focus on the commonalities of other cultural systems and Tennessee traditions;
- distinguish circumstantially correct behavioral expectations.

V. Standard Number 5 (Goal Five): Participate in Multicultural Communities at Home and Around the World

Standard Rationale: Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they learn. They find their ability to communicate in other languages better prepares them for school and community projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas.

Learning Expectations:

5.1 Use the language both within and beyond the school setting.

Performance indicators:

The student is able to

- identify how local community members use the target language in their work;
- acquire information about the target language and the target culture;
- present information about the target language and culture in the target language;
- locate examples of signs, ads, etc. in the target language using the Internet, magazines, etc.;
- demonstrate awareness of the importance of people, holidays, and traditions in target language countries.

5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Performance indicators:

The student is able to

- identify the main ideas and basic details in diverse, authentic media forms (e.g., radio, television, film, live presentations);
- write simple letters or e-mails in the target language to the teacher and/or classmates;
- exchange letters or e-mails with target language speakers (in the target language);
- read, watch and share news about countries where the target language is spoken;
- find various sources in the target language to obtain information on current events and information of personal interest.

Modern Languages ---Year Three (Emerging)

I. Standard Number 1 (Goal One): Communicate in a Language Other than English

Standard Rationale: This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European (Romance) languages may face greater challenges in this area than do students of languages more closely related to English.

Learning Expectations:

- 1.1** In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Performance Indicators:

The student is able to

- use verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, preferred leisure activities, likes, dislikes, needs);
- plan events and activities with others using authentic schedules;
- use verbal and written exchanges to express opinions (e.g., concerning current events, about topics of personal or community interest);
- use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket).

- 1.2** Understand and interpret both written and spoken forms of the target language on a variety of topics.

Performance Indicators:

The student is able to

- use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket);
- give and follow oral and written directions (e.g., for travel, for cooking);
- use appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension;
- use and respond to culturally appropriate nonverbal cues (e.g., gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension.

- 1.3** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Indicators:

The student is able to

- describe objects and people in greater detail (e.g., shopping in a supermarket);
- give and follow oral and written directions (e.g., for travel, for cooking).

II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

Standard Rationale: The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of others cultures to the world at large and the solutions they offer to the common problems of mankind.

Learning Expectations:

- 2.1** Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Performance Indicators:

The student is able to

- use the language being studied to comprehend and express ideas about aspects of the culture being studied and compare them to the learner's daily experience in areas like school, transportation, clothing, food, family, etc.;
- form bases for understanding relationships between geographical features and cultural practices and products;
- observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal forms of interaction for daily activities among peers and adults.

- 2.2** Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Performance Indicators:

The student is able to

- experience (read, listen to, observe, perform) expressive products of the cultures being studied (e.g., literature, music, film and art);
- participate in sports, music, entertainment and other age-appropriate activities for the cultures being studied.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

Standard Rationale: Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. These connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

Learning Expectations:

3.1 Reinforce and acquire further knowledge of other disciplines through the foreign language.

Performance Indicators:

The student is able to

- use and pronounce accurately target language words in other subjects;
- acquire and use information from a variety of authentic materials about a topic being studied in other school subjects in the target language classroom;
- use acquired information as it relates to the target language classes in order to compare and contrast.

3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Performance Indicators:

The student is able to

- express meaning using appropriate idioms;
- expand knowledge of verbs to include all the indicative and imperative moods;
- use new information and perspectives of other cultures to broaden personal experiences.

IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture

Standard Rationale: Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.

Learning Expectations:

- 4.1** Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Performance Indicators:

The student is able to

- apply prefixes and suffixes to root words;
- examine the natural flow and rhythm inherent to both languages;
- implement appropriate sentence structure and paragraph construction;
- develop usage of accurate grammatical practices;
- apply similarities and differences between English and target language;
- express meaning using appropriate idioms;
- expand knowledge of verbs to include all the indicative and imperative moods.

- 4.2.** Recognize that cultures use different patterns of interaction and apply this knowledge to one's own culture.

Performance Indicators:

The student is able to

- compare and contrast culturally appropriate verbal and nonverbal cues in both cultures;
- discern behavioral expectations in changing circumstances; identify different cultures' belief/ value systems;
- focus on similarities and differences of core beliefs;
- understand origin and existence of cultures' social patterns;
- compare music, art, literature and other tangible products from diverse cultures;
- compare simple patterns of behavior;
- compare and contrast culturally appropriate verbal and nonverbal cues in both cultures;
- distinguish circumstantially correct behavioral expectations;
- compare rituals, folklore and other intangible products from diverse cultures;
- focus on the commonalities of other cultural systems and Tennessee traditions.

V. Standard Number 5 (Goal Five): Participate in Multicultural Communities at Home and Around the World

Standard Rationale: Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they learn. They find that their ability to communicate in other languages better prepares them for school and community projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas.

Learning Expectations:

5.1. Use the language both within and beyond the school setting.

Performance indicators:

The student is able to

- identify how local community members use the target language in their work;
- present information about the target language and culture in the target language;
- locate examples of signs, ads, etc. in the target language using the Internet, magazines, etc.;
- demonstrate awareness of the importance of people, holidays, and traditions in target language countries.

5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Performance Indicators:

The student is able to

- identify the main ideas and basic details in diverse, authentic media forms (e.g., radio, television, film, live presentations);
- exchange letters or e-mails with target language speakers (in the target language);
- find various sources in the target language to obtain information on current events and information of personal interest.

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Modern Languages---Year Four/Five (Expanding)

I. Standard Number 1 (Goal One): Communicate in a Language Other Than English

Standard Rationale: This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European (Romance) languages may face greater challenges in this area than do students of languages more closely related to English.

Learning Expectations:

- 1.1** In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Performance Indicators:

The student is able to

- exchange information about current or past events and aspirations in one's personal life and in those of family, friends, and community;
- use appropriate vocabulary to acquire goods and services in the target language for personal needs and leisure (e.g., locating items in a pharmacy, finding a hotel or train station, repairing a tape recorder, asking for information);
- use culturally appropriate nonverbal cues and body language (e.g., eye contact, personal space, gestures) to communicate a message in the target language and maintain listening comprehension.

- 1.2** Understand and interpret both written and spoken forms of the target language on a variety of topics.

Performance Indicators:

The student is able to

- use appropriate vocabulary to exchange information about national and international topics (e.g., information from newspaper or magazine articles, programs on television, radio, or video);
- use appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, summarization) to communicate a message in the target language.

- 1.3** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Indicators:

The student is able to

- use appropriate vocabulary (e.g., literary terms such as setting, character, plot, conflict, resolution, theme) to express personal reactions and feelings about authentic literary texts (e.g., poems, plays, short stories, novels);
- use appropriate cultural responses in diverse exchanges (e.g., expressing gratefulness, extending and receiving invitations, apologizing, communicating preferences, making an appointment, closing a conversation, negotiating solutions to problems).

II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

Standard Rationale: The study of another language enables students to understand a different culture *on its own terms*. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.

Learning Expectations:

- 2.1** Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Performance Indicators:

The student is able to

- begin to develop tools for experiencing and responding to expressive cultural products (e.g., books, periodicals, films and music) in versions that make minimal concessions to the learners' emerging language skills;
- analyze and think critically about relationships between geographical features and cultural practices and products;
- analyze and think critically about historical moments and figures and their relationships to contemporary cultural matters.

- 2.2** Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Performance Indicators:

The student is able to

- use the language being studied to comprehend and express ideas about social, economic, and political institutions and their relationships to the cultures being studied;
- appreciate differences across communities within the cultures being studied.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

Standard Rationale: Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

Learning Expectations:

3.1. Reinforce and acquire further knowledge of other disciplines through the foreign language.

Performance Indicators:

The student is able to

- use target language topics in other school subjects and activities including sports, music, fashion, history, math, and art to produce interdisciplinary topics;
- assimilate background information, materials, and technology from other disciplines to use in target language classroom interaction;
- evaluate the accomplishments and contributions of famous speakers of the target language.

3.2. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

The student is able to

- analyze the nuances of meaning of words and expressions for different contexts;
- apply all moods including the subjunctive;
- use new information and perspectives to analyze and appreciate the differences between other cultures and their own.

IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture

Standard Rationale: Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.

Learning Expectations:

- 4.1** Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Performance Indicators:

The student is able to

- generate derivatives/word families;
- utilize intonation and speech patterns for maximum communication;
- expand on written communication through writing letters, poetry, and persuasive passages;
- demonstrate knowledge of complex grammatical concepts;
- refine communication for different levels of familiarity and respect;
- analyze the nuances of meaning of words and expressions for different contexts;
- apply all moods including the subjunctive.

- 4.2.** Recognize that cultures use different patterns of interaction and apply this knowledge to one's own culture.

Performance Indicators:

The student is able to

- use verbal and nonverbal language appropriately to enhance communication as the circumstance dictates;
- interact with others showing knowledge of conventions of polite society;
- incorporate the belief systems into a deeper understanding of cultures;
- analyze the embedded systems (family, sports, education, etc.) that occur frequently in different cultures;
- analyze relationships among varied tangible products, such as literary genres and art movements;
- analyze relationships among varied intangible products, such as anecdotes and oral traditions;
- develop an appreciation for traditions and customs of the target countries.

V. Standard Number 5 (Goal Five): Participate in Multicultural Communities at Home and Around the World

Standard Rationale: Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they learn. They find that their ability to communicate in other languages better prepares them for school and community projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas.

Learning Expectations:

5.1 Use the target language both within and beyond the school setting.

Performance Indicators:

The student is able to

- interact with community members whose jobs require knowledge of the target culture and proficiency in the target language;
- interact directly with native speakers in oral and/or written form;
- create, present, and discuss posters, ads, etc. in the target language for various situations;
- analyze the contributions of the target culture to American society.

5.2 Show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Performance Indicators:

The student is able to

- discuss the main ideas and significant details of extended conversations, lectures, magazine and newspaper articles, and other media forms;
- establish and/or maintain an interpersonal relationship with speakers of the target language;
- discuss in the target language current events in countries where that language is spoken.

Classical Languages---Year One (Beginning)

I. Standard Number 1 (Goal One): Communicate in a Classical Language

Standard Rationale: This standard focuses on the pronunciation, structure, vocabulary, and grammar of classical languages. Since classical languages are the bedrock of many modern Western languages, an understanding of how classical languages were used to communicate is vital to a thorough knowledge of language and culture.

Learning Expectations:

1.1 Read, understand, and interpret Latin or Greek.

Performance Indicators:

The student is able to

- read words, phrases and simple sentences with pictures, and/or other words, phrases and simple sentences;
- exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level;
- demonstrate reading comprehension by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek;
- show a knowledge of indicative and imperatives of verbs;
- demonstrate a knowledge of case and declension for nouns and adjectives.

1.2 Use orally, listen to, and write Latin or Greek as part of the language learning process.

Performance Indicators:

The student is able to

- master and apply the rules of classical pronunciation for words, sentences, and short paragraphs;
- exchange greetings and follow classroom instructions;
- write simple phrases and sentences in Latin or Greek.

II Standard Number 2 (Goal Two): Gain knowledge and Understanding of Greco-Roman Culture

Standard Rationale: The study of classical languages enables students to acquire knowledge and gain perspective on societies that formed the basis for all of Western culture. Students need to understand the world views, patterns of behavior, and ways of life of those cultures that drew the blueprint for modern-day democracies and republics.

Learning Expectations:

- 2.1** Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Performance Indicators:

The student is able to

- recognize the geography of Italy;
- know basic terms and general information associated with the kingdom and empire.

- 2.2** Demonstrate knowledge of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Performance Indicators:

The student is able to

- demonstrate a knowledge of Greek and Roman deities;
- identify Roman meals, Roman clothing, and parts of the Roman house;
- identify basic features of architecture (e.g., arches, columns).

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Expand Knowledge

Standard Rationale: Since much of modern-day culture is built upon classical philosophy, political systems, mythology, and customs, classical languages form a solid basis for connections with disciplines across the curriculum.

Learning Expectations:

- 3.1** Reinforce and further the student's knowledge of other disciplines through the classical language.

Performance Indicators:

The student is able to

- use information from the language class in other school
- subjects such as geography, social studies, and music;
- use information from other subjects in the classics class;
- recognize some famous classical figures from history and mythology.

- 3.2** Expand the student's knowledge through the reading of Latin or Greek and the study of ancient culture.

Performance Indicators:

The student is able to

- recognize plots and themes of Greek and Roman myths;
- identify the modern equivalent of geographical and political structures.

IV. Standard Number 4 (Goal Four): Comparisons: Develop Insight into Own Language and Culture

Standard Rationale: Since so many aspects of Western culture and language (particularly vocabulary) rely so heavily on classical influences, much can be learned about the nature of one's culture by using classical societies as touchstones and by recognizing classical influences in language.

Learning Expectations:

- 4.1.** Recognize and use elements of the Latin or Greek language to increase knowledge of the student's own language.

Performance Indicators:

The student is able to

- recognize loan words, Greek and Latin phrases, mottoes and abbreviations in English;
- demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin or Greek.

- 4.2** Compare and contrast the student's own culture with that of the Greco-Roman world.

Performance Indicators:

The student is able to

- compare and contrast aspects of student's own public and private life to those of the Greeks and Romans;
- compare heroes and themes of classical mythology to the heroes and themes of the student's own culture.

V. Standard Number 5 (Goal Five): Participate in Wider Communities of Language and Culture

Standard Rationale: Much can be learned about the continuing role and influences of classical language and culture on the modern world by maintaining an awareness of these influences in school, community, and global situations. Classical roots can often provide a sense of continuity and reinforce relationships in an ever-changing, multicultural society.

Learning Expectations:

5.1. Use the student's knowledge of Latin and/or Greek in a multilingual world.

Performance Indicators:

The student is able to

- present and exchange information about his/her language experience in the school and in the community;
- recognize the influence of Latin and Greek in professional vocabulary (e.g., law, science, architecture).

5.2. Use the student's knowledge of Greco-Roman culture in a world of diverse cultures.

Performance Indicators:

The student is able to

- recognize from his/her study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity;
- become a member of the school's Junior Classical League chapter;
- use technology to research classical sites.

Classical Languages---Year Two (Beginning/Emerging)

I. Standard Number 1 (Goal One): Communicate in a Classical Language

Standard Rationale: This standard focuses on the pronunciation, structure, vocabulary, and grammar of classical languages. Since classical languages are the bedrock of many modern Western languages, an understanding of how classical languages were used to communicate is vital to a thorough knowledge of language and culture.

Learning Expectations:

1.1. Read, understand, and interpret Latin or Greek.

Performance Indicators:

The student is able to

- read and understand passages of Latin or Greek composed for acquisition of content and language skills, adapted from original authors;
- exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level;
- demonstrate reading comprehension of more difficult written passages by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek;
- show a knowledge of verbals;
- demonstrate a knowledge of specialized usage (e.g., ablatives, locatives).

1.2 Use orally, listen to, and write Latin or Greek as part of the language learning process.

Performance Indicators:

The student is able to

- read orally longer passages of classical prose with meaningful phrase grouping and appropriate voice inflection;
- respond appropriately to questions, statements, commands, and other stimuli;
- write simple phrases and sentences in Latin or Greek.

II. Standard Number 2 (Goal Two): Gain knowledge and Understanding of Greco-Roman Culture

Standard Rationale: The study of classical languages enables students to acquire knowledge and gain perspective on societies that formed the basis for all of Western culture. Students need to understand the world views, patterns of behavior, and ways of life of those cultures that drew the blueprint for modern-day democracies and republics.

Learning Expectations:

- 2.1** Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Performance Indicators:

The student is able to

- recognize the geography of the Mediterranean;
- identify prominent historical characters, authors, and events of the kingdom and republic.

- 2.2** Demonstrate knowledge of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Performance Indicators:

The student is able to

- demonstrate a knowledge of Greek and Roman heroes;
- identify Roman and Greek architectural sites and structures;
- demonstrate a knowledge of architectural styles and artifacts of the Greeks and Romans.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Expand Knowledge

Standard Rationale: Since much of modern-day culture is built upon classical philosophy, political systems, mythology, and customs, classical languages form a solid basis for connections with disciplines across the curriculum.

Learning Expectations:

- 3.1** Reinforce and further the student's knowledge of other disciplines through classical language.

Performance Indicators:

The student is able to

- use information gained from the language class in other school subjects such as geography, social studies, and music;
- use information from other subjects in the classics class in order to make comparisons and contrasts;
- recognize some famous classical figures from history and mythology and their contributions to contemporary culture.

- 3.2** Expand the student's knowledge through the reading of Latin or Greek and the study of ancient culture.

Performance Indicators:

The student is able to

- recognize and discuss recurrent plots and themes from Greek and Roman myths;
- identify the modern equivalents of geographical structures and countries.

IV. Standard Number 4 (Goal Four): Comparisons: Develop Insight into Own Language and Culture

Standard Rationale: Since so many aspects of Western culture and language (particularly vocabulary) rely so heavily on classical influences, much can be learned about the nature of one's culture by using classical societies as touchstones and by recognizing classical influences in language.

Learning Expectations:

- 4.1** Recognize and use elements of the Latin or Greek language to increase knowledge of the student's own language.

Performance Indicators:

The student is able to

- demonstrate knowledge of Greek and Latin roots, prefixes, and suffixes used in English words;
- compare and contrast the language patterns and grammar of Latin and Greek to the structure and grammar of English sentences.

- 4.2** Compare and contrast the student's own culture with that of the Greco-Roman world.

Performance Indicators:

The student is able to

- reflect on the classical underpinning of his or her own culture;
- recognize the influence of selected classical myths and literature on modern stories and literature.

V. Standard Number 5 (Goal Five): Participate in Wider Communities of Language and Culture

Standard Rationale: Much can be learned about the continuing role and influences of classical language and culture on the modern world by maintaining an awareness of these influences in school, community, and global situations. Classical roots can often provide a sense of continuity and reinforce relationships in an ever-changing, multicultural society.

Learning Expectations:

5.1 Use the student's knowledge of Latin and/or Greek in a multilingual world.

Performance Indicators:

The student is able to

- combine the tools of technology with their language skills to communicate with others in the global community;
- interact with community members from a variety of careers to understand how they have used their study of classical languages in their careers.

5.2 Use the student's knowledge of Greco-Roman culture in a world of diverse cultures.

Performance Indicators:

The student is able to

- compare issues that reveal cultural differences in the ancient world with similar issues in modern culture;
- attend the Tennessee Junior Classical League Convention;
- plan a trip to classical sites.

Classical Languages---Year Three (Emerging)

I. Standard Number 1 (Goal One): Communicate in a Classical Language

Standard Rationale: This standard focuses on the pronunciation, structure, vocabulary, and grammar of classical languages. Since classical languages are the bedrock of many modern Western languages, an understanding of how classical languages were used to communicate is vital to a thorough knowledge of language and culture.

Learning Expectations:

1.1 Read, understand, and interpret Latin or Greek.

Performance Indicators:

The student is able to

- read and understand a passage of Latin or Greek composed for acquisition of content and language skills, adapted from original authors, and selected from texts of medium difficulty (e.g., Aulus Gellius, Pliny the Younger);
- exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level;
- demonstrate reading comprehension of more difficult written passages;
- show a knowledge of idioms;
- demonstrate a knowledge of specialized uses (e.g., datives of purpose, reference, possession, or agent).

1.2 Use orally, listen to, and write Latin or Greek as part of the language learning process.

Performance Indicators:

The student is able to

- read orally original passages of classical prose with meaningful phrase grouping and appropriate voice inflection;
- respond appropriately to questions, statements, commands, and other stimuli;
- write or tell simple stories in Latin or Greek.

II. Standard Number 2 (Goal Two): Gain knowledge and Understanding of Greco-Roman Culture

Standard Rationale: The study of classical languages enables students to acquire knowledge and gain perspective on societies that formed the basis for all of Western culture. Students need to understand the world views, patterns of behavior, and ways of life of those cultures that drew the blueprint for modern-day democracies and republics.

Learning Expectations:

- 2.1** Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Performance Indicators:

The student is able to

- locate prominent historical sites of the classical Mediterranean world;
- know prominent historical characters, authors, and events of the kingdom, republic, and empire.

- 2.2** Demonstrate knowledge of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Performance Indicators:

The student is able to

- demonstrate a knowledge of Greek and Roman heroes as depicted in ancient sources;
- identify major political figures from the Roman Republic;
- demonstrate a knowledge of the Roman calendar and cosmology.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Expand Knowledge

Standard Rationale: Since much of modern-day culture is built upon classical philosophy, political systems, mythology, and customs, classical languages form a solid basis for connections with disciplines across the curriculum.

Learning Expectations:

- 3.1** Reinforce and further the student's knowledge of other disciplines through the classical language.

Performance Indicators:

The student is able to

- comprehend articles and short videos on topics studied in other classes, based on their knowledge of classical geography, history, archaeology, and rhetoric;
- use information from other subjects in the classics class in order to make comparisons and contrasts (e.g., rhetorical structures used by Martin Luther King, Jr., Winston Churchill, and Cicero);
- recognize some famous incidents from ancient history and their contributions to contemporary culture (e.g., the Gracchi).

- 3.2** Expand the student's knowledge through the reading of Latin or Greek and the study of ancient culture.

Performance Indicators:

The student is able to

- recognize classical allusions in literature and art;
- connect the knowledge of ancient history, art, social, and political systems to modern events and systems of their own culture.

IV. Standard Number 4 (Goal Four): Develop Insight into Own Language and Culture

Standard Rationale: Since so many aspects of Western culture and language (particularly vocabulary) rely so heavily on classical influences, much can be learned about the nature of one's culture by using classical societies as touchstones and by recognizing classical influences in language.

Learning Expectations:

- 4.1.** Recognize and use elements of the Latin or Greek language to increase knowledge of the student's own language.

Performance Indicators:

The student is able to

- demonstrate knowledge of basic Greek and Latin figures of speech used in English (e.g., anaphora);
- compare and contrast classical language and grammatical patterns with those used in English (e.g., the use of periodic sentences, balanced clauses, and conditional sentences).

- 4.2** Compare and contrast the student's own culture with that of the Greco-Roman world.

Performance Indicators:

The student is able to

- reflect on the classical influence on the military institutions, political structures, and history of Western civilization;
- recognize the influence of classical thought and precedent on the development of laws and political structures in the United States;
- recognize elements of classical, mythology, literature, and philosophy in his or her own culture.

V. Standard Number 5 (Goal Five): Participate in Wider Communities of Language and Culture

Standard Rationale: Much can be learned about the continuing role and influences of classical language and culture on the modern world by maintaining an awareness of these influences in school, community, and global situations. Classical roots can often provide a sense of continuity and reinforce relationships in an ever-changing, multicultural society.

Learning Expectations:

5.1 Use the student's knowledge of Latin and/or Greek in a multilingual world.

Performance Indicators:

The student is able to

- combine the tools of technology with his/her language skills to produce original art and/or research;
- use technology and local resources to explore educational paths for careers for which the study of classical languages is a useful prerequisite.

5.2 Use the student's knowledge of Greco-Roman culture in a world of diverse cultures.

Performance Indicators:

The student is able to

- compare issues that reveal cultural differences in the ancient world with similar issues in modern culture;
- participate in classical colloquia and competitions (e.g., Tennessee Junior Classical League, National Latin Exam, National Junior Classical League);
- plan a trip to classical sites and/or to local sites which have classical influences.

Classical Languages---Years Four and Five (Expanding)

I. Standard Number 1 (Goal One): Communicate in a Classical Language

Standard Rationale: This standard focuses on the pronunciation, structure, vocabulary, and grammar of classical languages. Since classical languages are the bedrock of many modern Western languages, an understanding of how classical languages were used to communicate is vital to a thorough knowledge of language and culture.

Learning Expectations:

1.1 Read, understand, and interpret Latin or Greek.

Performance Indicators:

The student is able to

- read and understand prose and poetry of selected authors;
- exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level;
- identify, explain, and interpret content, figures of speech, meter, and stylistic features of selected authors;
- show a knowledge of subjunctive;
- demonstrate a knowledge of specialized constructions (e.g., impersonal passives).

1.2 Use orally, listen to, and write Latin or Greek as part of the language learning process.

Performance Indicators:

The student is able to

- master and apply the rules of classical meter in reading poetry;
- respond appropriately to idioms and more complex sentence patterns;
- write compound and complex sentences.

II Standard Number 2 (Goal Two): Gain knowledge and Understanding of Greco-Roman Culture

Standard Rationale: The study of classical languages enables students to acquire knowledge and gain perspective on societies that formed the basis for all of Western culture. Students need to understand the world views, patterns of behavior, and ways of life of those cultures that drew the blueprint for modern-day democracies and republics.

Learning Expectations:

2.1 Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Performance Indicators:

The student is able to

- recognize the geography of the Roman Empire;
- know literary genres, authors, historical characters, and events associated with the Roman empire.

2.2 Demonstrate knowledge of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Performance Indicators:

The student is able to

- demonstrate a knowledge of Greek and Roman philosophy;
- identify the structure of the Roman army and the Roman political system;
- analyze archeological evidence, art forms, and artifacts as used in Greek or Roman culture.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Expand Knowledge

Standard Rationale: Since much of modern-day culture is built upon classical philosophy, political systems, mythology, and customs, classical languages form a solid basis for connections with disciplines across the curriculum.

Learning Expectations:

3.1 Reinforce and further the students' knowledge of other disciplines through the classical language.

Performance Indicators:

The student is able to

- relate topics from other school subjects (including sports, music, fashions) to customs in classical antiquity;
- acquire information from classical literature about a topic being studied in other school subjects;
- evaluate accomplishments of famous classical figures and relate them to modern culture and heritage.

3.2 Expand the student's knowledge through the reading of Latin or Greek and the study of ancient culture.

Performance Indicators:

The student is able to

- transfer classical themes and genre to his/her understanding of world literature;
- connect the knowledge of ancient history, art, and social and political systems to modern events and systems of other cultures.

V. Standard Number 4 (Goal Four): Develop Insight into Own Language and Culture

Standard Rationale: Since so many aspects of Western culture and language (particularly vocabulary) rely so heavily on classical influences, much can be learned about the nature of one's culture by using classical societies as touchstones and by recognizing classical influences in language.

Learning Expectations:

- 4.1. Recognize and use elements of the Latin or Greek language to increase knowledge of a student's own language.

Performance Indicators:

The student is able to

- apply principles of word building and word transfer in English;
- compare and contrast Latin and Greek literary structure to English literary structures.

- 4.2 Compare and contrast the student's own culture with that of the Greco-Roman world.

Performance Indicators:

The student is able to

- recognize the influence of Greco-Roman history, private and public life, art, and architecture on his or her own world and to make comparisons and draw conclusions based on that knowledge;
- evaluate elements of the literature, mythology, and philosophy of his or her own world compared to those of the ancient world.

V. Standard Number 5 (Goal Five): Participate in Wider Communities of Language and Culture

Standard Rationale: Much can be learned about the continuing role and influences of classical language and culture on the modern world by maintaining an awareness of these influences in school, community, and global situations. Classical roots can often provide a sense of continuity and reinforce relationships in an ever-changing, multicultural society.

Learning Expectations:

5.1 Use the student's knowledge of Latin and/or Greek in a multilingual world.

Performance Indicators:

The student is able to

- transmit and acquire information using his or her technological and classical skills;
- use his or her knowledge of Latin and Greek in learning other languages.

5.2 Use the student's knowledge of Greco-Roman culture in a world of diverse cultures.

Performance Indicators:

The student is able to

- connect the past to the present by applying knowledge of ancient cultures to his or her own thoughts and actions;
- participate in Tennessee and National Junior Classical and in national competitions for honors (National Latin Exam, Classical Association of the Middle West and South Translation Contest, National Mythology Exam) and for scholarships (both those based on competitive examinations and those based on resumes and personal essays);
- travel with an appreciation of classical culture and heritage.

Modern Languages—Elementary (Beginning)

I. Standard Number 1 (Goal One): Communicate in a Language Other than English

Standard Rationale: This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European languages may face greater challenges in this area than do students of languages more closely related to English.

Learning Expectations:

- 1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Performance Indicators:

Grades K-2

The student is able to

- follow simple directions;
- exchange greetings and personal information;
- express personal likes and dislikes;
- exchange everyday information with peers;
- ask and answer questions within a given context;
- use basic vocabulary for a wide range of topics;
- use basic vocabulary to describe various objects;
- use everyday expressions to express basic needs and courtesies;
- make simple requests.

Grades 3-5

The student is able to

- give and follow simple directions;
- exchange greetings and personal information;
- exchange personal likes, dislikes, and personal preferences;
- exchange everyday information with peers using time, date, and location;
- ask, answer, and develop questions;
- use expanded vocabulary for a wide range of topics;
- create simple descriptions within a given context;
- express needs, feelings, ideas, agreement, and disagreement;
- acquire goods and services through basic negotiation and monetary exchange.

Learning Expectations:

- 1.2 Understand interpret both written and spoken forms of the target language on a variety of topics.

Performance Indicators:

Grades K-2

The student is able to

- comprehend simple oral messages;
- understand the main ideas in ability-appropriate, highly illustrated texts;
- understand the main ideas of ability-appropriate videos;
- identify people from simple oral and written descriptions;
- understand simple common cognates.

Grades 3-5

The student is able to

- understand the basic ideas of oral messages and short conversations;
- discern main ideas and identify principal characters from age-appropriate text;
- understand the main ideas in ability-appropriate media;
- understand brief written messages and personal notes on familiar topics;
- recognize and appreciate voice inflection when listening;
- identify people and objects from simple oral and written descriptions;
- identify common cognates.

- 1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Indicators:

Grades K-2

The student is able to

- present short plays, recite selected poems, and perform songs;
- present simple ability and age-appropriate oral presentations about family, friends, school and home, using a simple format;
- copy and read short phrases;
- use audio and video tapes to record learned material.

Grades 3-5

The student is able to

- present ability-appropriate short plays, recite selected poems, and perform songs;

- give simple oral reports or presentations about family members, friends, objects, school and home, using an appropriate format;
- write in various short forms to provide information about oneself, friends, family, and school activities;
- prepare and use tapes and videos to present information using a given format.

II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

Standard Rationale: The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's world views, of their unique way of life, and of the patterns of behavior which order their world, as well as to learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.

Learning Expectations:

- 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Performance Indicators:

Grades K-2

The student is able to

- use appropriate gestures and oral expression for greetings and leave-takings;
- know age-appropriate cultural traditions and celebrations that exist in the target culture.

Grades 3-5

The student is able to

- know cultural traditions and celebrations that exist in the target culture and how these celebrations compare with those of the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals);
- know basic cultural beliefs and perspectives in both native and target cultures (e.g., family, school, and play);
- know how various community members use the target language in their work;
- know historical and cultural figures from the target culture and their contributions.

- 2.2. Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Performance Indicators:

Grades K-2

The student is able to

- experience products of the culture such as songs, stories, games, and art;
- describe tangible products of everyday living such as food, housing, and dress.

Grades 3-5

The student is able to

- experience (read, listen to, observe, and perform) expressive products of the culture (e.g., literature, music, dance, and art);
- identify, discuss, and compare aspects of everyday life such as school, transportation, clothing, and foods;
- know distinctive contributions made by people in the target culture.

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information

Standard Rationale: Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experiences. These connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.

Learning Expectations:

3.1. Reinforce and acquire further knowledge of other disciplines through the foreign language.

Performance Indicators:

Grades K-2

The student is able to

- use simple information from the foreign language class in the other school subjects;
- use simple information from other subjects in the foreign language class;
- comprehend age appropriate authentic materials.

Grades 3-5

The student is able to

- acquire more complex information from the foreign language class and use for comparing and contrasting in other school subjects;
- acquire more complex information from other subject areas and use for comparing and contrasting in the foreign language class;
- use multimedia sources to access information regarding the target culture.

3.2. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Performance Indicators:

Grades K-2

The student is able to

- use new information to expand their personal knowledge.

Grades 3-5

- use new information and perspectives to analyze differences between the foreign culture and their own.

IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture

Standard Rationale: Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.

Learning Expectations:

4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Performance Indicators:

Grades K-2

The student is able to

- recognize “borrowed” words and cognates;
- know the basic elements of the sound and writing systems of the target language;
- be familiar with simple idiomatic expressions in both languages.

Grades 3-5

- identify cognates in English and target languages;
- know the basic elements of the sound and writing of the target language and how they differ from the same elements in English;
- be familiar with basic grammar differences (e.g., gender, noun/adjective agreement);
- express meaning using appropriate idioms;
- demonstrate awareness of formal and informal language;
- develop usage of correct grammatical practices;
- understand that an idea may be expressed in multiple ways in the target language.

4.2 Recognize that cultures use different patterns of interaction and apply this knowledge to one's own culture.

Performance Indicators:

Grades K-2

The student is able to

- begin to recognize body language and gestures in both cultures;
- understand different ways people live in different countries;
- be familiar with intangible products (e.g., nursery rhymes, songs, holidays) of different cultures.

Grades 3-5

The student is able to

- demonstrate awareness of body language and gestures in both cultures;
- recognize different ways people live in different countries;
- compare rituals, folklore, and other intangible products from diverse cultures;
- identify different cultures' belief/value systems.

VI. Standard Number 5 (Goal Five): Participate in Multicultural Communities at Home and around the World

Standard Rationale: Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they learn. They find that their ability to communicate in other languages better prepares them for school and community projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas.

Learning Expectations:

5.1. Use the language both within and beyond the school setting.

Performance Indicators:

Grade K-2

Grades 3-5

The student is able to

- understand messages found on posters, signs, maps;
- locate on a map and pronounce the names of countries and cities in which the target language is spoken.

5.2. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Performance Indicators:

Grades K-2

The student is able to

- recognize contributions of the culture and language studied to American society;
- recognize familiar phrases in contextualized materials.

Grades 3-5

The student is able to

- use materials and/or media from the target language and culture for learning and enjoyment;
- exchange information about family, school events, and celebrations with native speakers in person, via letters, email, and audio- or videotapes;
- identify different types of employment in which target language skills are an asset;
- identify foods of the culture being studied.

